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ABSTRACT

A summer happening for children was organized and analyzed according to the ideas that educational accountability means that the system of education should provide both data and information about the educational process and examine educational outcomes. A major goal of the program was to generate an awareness for first year participants of the concepts of open education, team teaching, individualized instruction, open space, and educational media. The report presents evaluation models for school districts to assess their open education programs, including both standardized and unobtrusive measures. It provides measurement instruments for data collection from parents, teachers, and children with the teachers' instrument emphasizing classroom observation and the children's stressing school-related attitudes. The report stresses the need to develop self-examination and evaluation techniques in the school district. (Author/BJG)

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EVALUATION DATA AND SCHEMES

FOR

SUMMER HAPPENING

1974

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and
Selected Pennsylvania School Districts

Division of Education
Office of Evaluation and Research
Millersville State College
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INTRODUCTION

The term accountability has recently received emphasis in education. This term implies that the system of education should provide data and information about the process in which they are engaged and the outcomes they produce. Therefore, school districts should incorporate evaluation techniques and instruments in building their programs and curriculum.

The present report will attempt to provide both data and information about a Summer Happening program and also give evaluation strategies and instruments. Follow up activities of Summer Happening teachers and the incorporation of controlled settings in the schools to test some of the concepts, for example: "Open Education," "Team Teaching," "Contract Learning," "Individualized Instruction," etc., are part of such a scheme.

As a recent national assessment team recommended, school districts should be encouraged to provide for evaluation purposes a minimum of 10% of any monies allocated to innovative programs. It is hoped that school districts will be interested in having individuals in their school system trained in evaluation techniques through the Millersville State College Research and Learning Center Summer Workshop program.

REACTIONS TO SUMMER HAPPENING PROGRAM

All teachers in the Summer Happening responded to a questionnaire which attempted to assess the effectiveness and importance of the concepts in the program (See Appendix A). Table I presents the results of the teachers' responses. It reveals that at least 50% of the teachers rated as very effective Philosophy, Making Games, Learning Stations, Math Organization, and Communication Skills. When the very effective and effective categories were combined, it was revealed that at least 80% of the teachers responded favorably to all of the concepts (See Figure I). For a breakdown of the "reason" responses see Appendix B. In addition to rating the effectiveness of each concept, the participants also rated the importance of each area (See Table I). As Table I reveals, 80% or more of the participants responded that all the concepts with the exception of Parent Involvement (72%) should be included.

Responding to the four general questions (See Table II) of the Summer Happening form, the teachers rated as most valuable Communication Skills, Games, Learning Stations, and Math Organization. Packets, Social Studies and Contracts were mentioned as least valuable. The teachers saw a need in the future to have more on Record Keeping, Science, Special Areas (e.g., art, industrial arts, media, music), and Early Childhood. The teachers also expressed a desire to see some open education programs in progress and to have more time to plan and work with actual programs and children.

TABLE I

NUMBER AND PERCENTAGE RESPONDING TO EFFECTIVENESS AND IMPORTANCE CATEGORIES OF SUMMER HAPPENING EVALUATION, 1974

CONCEPT	EFFECTIVENESS								IMPORTANCE					
	Very Effective		Effective		Little Effect		No Effect		Include		Optional		Exclude	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Philosophy	199	58.5	121	35.6	19	5.6	1	0.3	295	93.4	20	6.3	1	0.4
Scheduling & Organizing	145	43.3	165	49.3	23	6.8	2	0.6	262	91.9	23	8.1	0	0.0
Making Games	205	62.1	105	31.8	19	5.8	1	0.3	285	90.2	31	9.8	0	0.0
Contracts	113	33.5	170	50.5	49	14.5	5	1.5	266	86.6	41	13.4	0	0.0
Team Teaching	163	47.4	119	34.6	51	14.8	11	3.2	277	84.2	47	14.3	5	1.5
Packets	126	37.7	167	50.0	39	11.7	2	0.6	261	80.6	62	19.1	1	0.3
Parent Involvement	90	39.2	105	45.9	32	14.0	2	0.9	164	71.6	63	27.5	2	0.9
Learning Stations	179	50.7	116	32.9	55	15.6	3	0.8	263	80.7	63	19.3	0	0.0
Math Organization	173	51.8	139	41.6	19	5.7	3	0.9	279	92.4	23	7.6	0	0.0
Social Studies	99	30.8	171	53.3	47	14.6	4	1.3	259	83.5	49	15.8	2	0.7
Communication Skills	238	70.2	82	24.2	16	4.7	3	0.9	316	96.6	11	3.4	0	0.0

Figure 1

Percentage Responding Very Effective and Effective to Each Concept of Summer Happening Evaluation, 1974

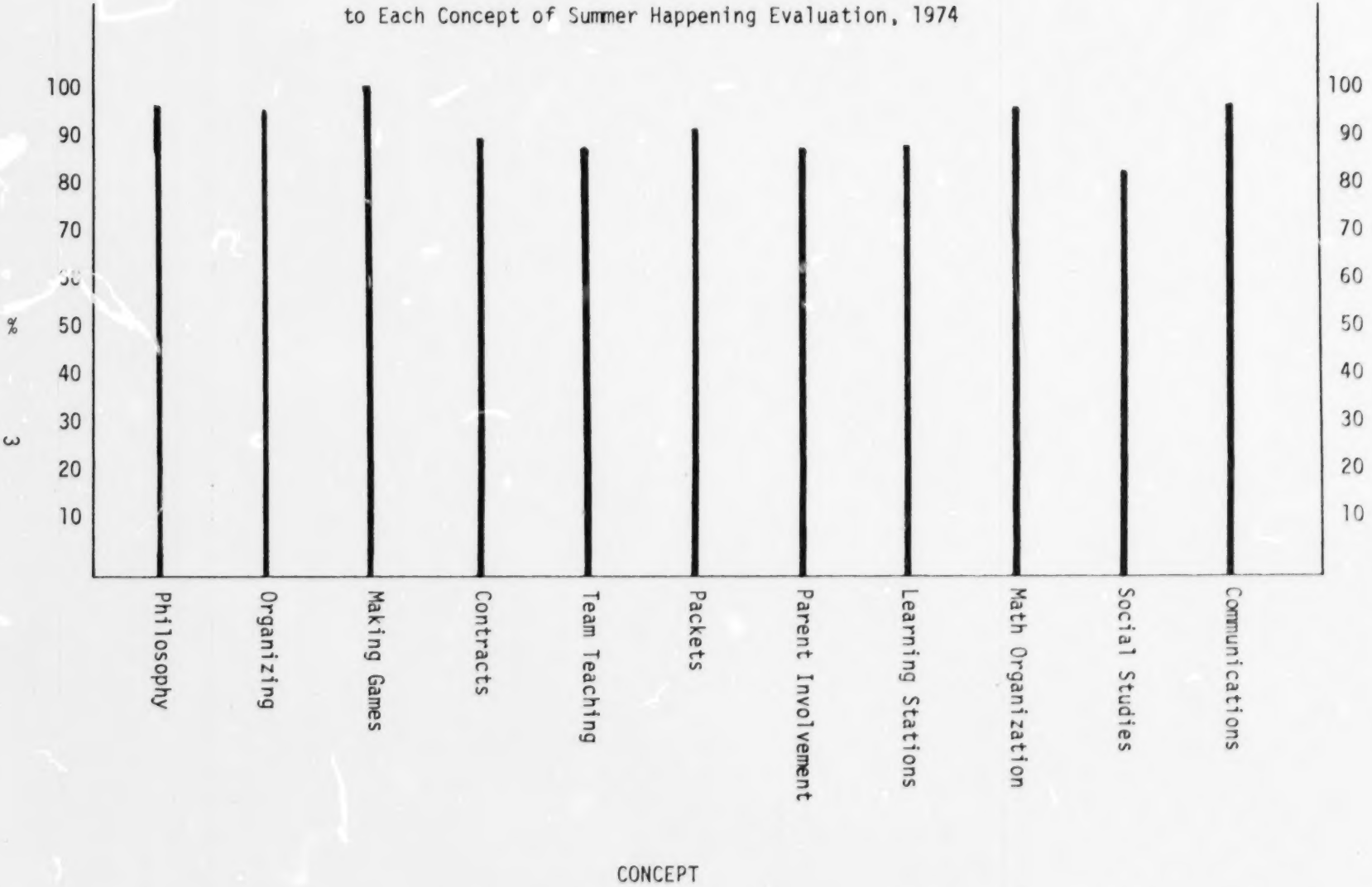

TABLE II

TYPE AND FREQUENCY OF RESPONSES TO FOUR GENERAL QUESTIONS ON SUMMER HAPPENING EVALUATION FORM, 1974

What part of the program was the most valuable to you?

Responses	Frequency
Communication Skills	29
Games	19
Learning Stations	15
Math	12

What part of the program was of least value to you?

Responses	Frequency
Packets	16
Social Studies	12
Contracts	10

What areas, topics or concepts would you like to have included in the future programs?

Responses	Frequency
More about Record Keeping	24
Science	23
Special Areas (Music, Art, Media, and I.A.)	21
Early Childhood concepts	17
More time to plan and work	13
Be able to see school in action	11

In the space below make any comments or suggestions you feel would aid us in planning future programs.

Responses	Frequency
More time	16
More doing, less lecture	13
Observe open education in action	12
Work with children	12
Cut size of classes	11

Thus, the participants viewed the Summer Happening program as a successful one. The following section presents first-year participants' responses to an attitude instrument given in a pre-post test design.

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TEACHER ATTITUDE

Since a major purpose of the Summer Happening is to generate an awareness for first year participants towards the concepts of Open Education, Team Teaching, Individualized Instruction, Open Space and Educational Media, a Teacher Attitude Inventory based on the semantic differential technique was employed in a pre-post-test design. The inventory involved the presentation of five concepts: "Team Teaching," "Nongradedness," "Individualized Instruction," "Open Space," and "Educational Media," with a set of bi-polar adjective pairs beneath each concept (See Appendix C). The scoring scheme for the Teacher Attitude Inventory was based upon prior research by Anttonen (1967) and Osgood (1957). An attitude score was obtained for each concept by adding across a set of adjective pairs which formed an evaluative or attitudinal dimension. The individual's responses to the separate adjective pairs were given a weight of 5 for a positive response and 1 for a negative response; for example:

good 5:_____ 4:_____ 3:_____ 2:_____ 1:_____ bad

unpleasant 1:_____ 2:_____ 3:_____ 2:_____ 1:_____ pleasant

For the present study, the following adjective pairs were used in arriving at a total score for each of the 5 concepts: enjoyable-distasteful, sharp-dull, high-low, valuable-worthless, good-bad, unpleasant-pleasant, and fair-unfair. A total score for each concept was obtained by summing across these adjective pairs with a range of scores in any one concept going from a low of 7 to a high of 35. It should be noted that the Teacher Attitude Inventory was only employed for school districts involved in a Summer Happening Program with children, and within these districts administered to only first year participants.

The total score obtained on the Teacher Attitude Inventory for each of the five concepts formed the basis for testing the following hypothesis:

> Teacher's attitudes toward "Team Teaching," Nongradedness," "Individualized Instruction," "Open Space," and "Educational Media" will improve as a result of participation in a Summer Happening Program.

In order to test this hypothesis, a correlated "t" test was utilized and only those teachers whose valid attitude responses were received by September 1 were included in the analysis. It should be noted also that more than half of the school districts did not have summer programs, and hence the sample size for the analysis is small.

Table III shows the results of the correlated "t" test. Only those results which achieved the .01 level of significance (One tail) will be discussed. As Table III shows, significant increases in teacher attitude were obtained for the concepts "Team Teaching," "Non-Gradedness," and "Open Space." Although not statistically significant, there was an increase in attitude for the concept "Individualized Instruction." It should be highlighted that gains on this concept are difficult to demonstrate because the teacher's pre-attitudes tend to be near the upper end of the scale.

Therefore, the results of the present analysis support the hypothesis that teacher attitudes toward "Team Teaching," "Non-Gradedness," and "Oper Space" increased as a result of the Summer Happening Program.

TABLE III

MEANS, STANDARD DEVIATIONS, AND CORRELATED "t" TEST FOR THE TEACHER ATTITUDE INVENTORY (N=59)

	PRE		POST		DIFFERENCE		
Concept	Mean	Stan.Dev.	Mean	Stan.Dev.	Mean	Stan.Dev.	t Value
Team Teaching	27.59	4.97	30.31	3.87	2.72	4.64	4.46**
Nongradedness	25.59	4.93	28.00	4.97	2.41	4.46	4.08**
Individualized Instruction	30.00	4.43	30.68	3.55	.68	3.95	1.26
Open Space	26.37	5.35	28.51	4.95	2.15	5.27	3.10**
Educational Media	29.80	4.52	28.93	4.46	-.87	5.30	-1.25

**p <.01

While teachers' attitudes were enhanced by their first experience with the Summer Happening program, an important element in the evaluation of the program must center in on the teachers' performance in the regular school year. Thus, although the summer program brought about attitudinal gains, attempts must be made to assess the teachers' behavior and its effect upon children in the regular school year. The following section presents evaluation models which school districts could implement during the actual school program.

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FOLLOW-UP EVALUATION MODELS

In developing evaluation models for the Summer Happening program, a distinction was made between schools which have a summer program with children and those which do not. In addition, a distinction was made between school districts attempting for the first time "open" approaches to instruction and those which have already been involved in such endeavors. Table IV presents an evaluation scheme for first year school districts. As can be seen from this table, the Teacher Attitude Inventory discussed previously was administered to first year Summer Happening participants before (pre-test) the training session. Teachers who were involved in summer programs with children were "post tested" at the conclusion of their respective programs. In a similar fashion, the Teacher Attitude Inventory can be used in a post test manner for teachers who will be implementing new curriculum and teaching methods in the regular year.

Teachers' reactions to the Summer Happening (See Appendix A) were obtained through a Summer Happening Evaluation Form. The structure of this form could be adapted in the regular school year to obtain data and information about other concepts which the school district would like to evaluate. School districts with summer programs were encouraged for self-assessment to provide samples of projects completed during their programs and to gather information from the parents (See Appendix D). These methods could be modified and expanded for use in the evaluation of regular school year programs.

TABLE IV

EVALUATION SCHEME
for
FIRST-YEAR SCHOOL DISTRICTS

GROUP	PRE-TEST	POST-TEST	FOLLOW-UP
Teachers	Teacher Attitude Inventory	Teacher Attitude Inventory Summer Happening Evaluation	Observation Rating Scale Teacher Questionnaire
Children		Projects Completed During Summer Happening	
Parents		Parent Questionnaire	

In addition, all first year school districts are encouraged to follow up and diagnose the teachers' use of the new ideas and approaches learned in the Summer Happening. Two rating scales and a questionnaire for looking at teachers in the classroom are given in Appendix E. It should be noted that the Observation Rating Scale and the Teacher Questionnaire were developed by TOR Associates (Evans, 1971). School districts are encouraged to use the scale and questionnaire without contacting the authors. However, the authors of these scales or the research office of Millersville State College would appreciate receiving any data gathered in utilizing these instruments.

Table V presents an evaluation scheme for second and third year school districts. Again teachers' reactions to the Summer Happening were solicited at the conclusion of the program and, where appropriate, school districts were encouraged to obtain products developed by teachers; projects completed by children; and parents' reactions to the Summer Happening program. Follow-up activities involving teachers, children, and parents are outlined in Tables V and VI.

Teachers can be observed with the instruments presented in Appendix E to gather baseline data which can help a school system chart its progress as it moves toward open education. Follow-up activities for children involve both standardized achievement tests and also diagnostic and formative evaluation of children's academic progress. Attitudinal testing (See Appendix F) and hidden or unobtrusive data, such as amount of vandalism, absenteeism, and drug use could also be included in such follow-up activities. Follow-up activities for parents could include parents' questionnaires (See Appendix D) and tabulation of both the kind and amount of parent involvement during the school year.

It is hoped that the above models will provide approaches for schools to assess for themselves the effectiveness of their curriculum and programs. School districts who deem it appropriate might seek training for the individuals directly involved in their curriculum and program evaluations.

TABLE V

EVALUATION SCHEME
for
SECOND - THIRD YEAR SCHOOL DISTRICTS

GROUP	POST-TEST	FOLLOW-UP
Teachers	Reactions to Summer Happening Program Products developed during Summer Happening	Visits to school to: 1. Record new approaches 2. Observe teacher behavior 3. Obtain administrators' evaluations of teacher change 4. Record information about teacher attitude 5. Obtain unobtrusive data
Children	Projects Completed during Summer Happening	Visits to school to: 1. Obtain achievement data, both standardized and criterion referenced (In both controlled and non-controlled settings) 2. Observe children in open schools 3. Obtain unobtrusive data
Parents	Parent Questionnaire	Obtain data: 1. About parent involvement 2. By parent questionnaire

TABLE VI

FOLLOW-UP EVALUATION MODELS FOR
SCHOOL DISTRICTS

GROUP	1974 SPRING OR FALL	ON GOING YEAR	1975 SPRING
Teachers	Teacher Observation Scales	Observation of Teachers in class using: 1. New arrangement of room 2. Team Teaching 3. Learning Centers 4. Learning Contracts 5. Other attempts at individualized instruction	Teacher Observation Scales
Parents	Parents' Questionnaires	Observation of Parental involvement in: 1. School setting (type and number) 2. Outside school setting (Parent group projects, etc.)	Parents' Questionnaires
Children	Standardized Achievement Test Attitude Scale	Gathering of Data on children's progress through: 1. Diagnostic Testing 2. Unit Based Testing 3. Amount of Extra work requested in subject 4. Amount of Independent work completed	Standardized Achievement Test Attitude Scale

TABLE VI (continued)

ON GOING YEAR

Gathering of "Hidden data
such as:
1. Vandalism
2. Absenteeism
3. Drug Use

REFERENCES

Anttonen, R. G. "An Examination into the Stability of Mathematics Attitude and its Relationship to Mathematics Achievement from Elementary to Secondary School Level." Unpublished Doctoral Thesis, University of Minnesota, 1967.

Evans, J. T. Characteristics of Open Education: Results from a Classroom Observation Rating Scale and a Teacher Questionnaire, ED 058 160, 1971.

Osgood, C. E., Suci, G. J., and P. H. Tannenbaum "The Measurement of Meaning." Chicago: University of Illinois Press, 1967.

APPENDIX A

SUMMER HAPPENING EVALUATION FORM

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SUMMER HAPPENING EVALUATION

Summer, 1974

In order to provide some information for the development of future Summer Happening programs, we wonder if you might take a little time to complete the following form. In addition to CHECKING the appropriate category, would you kindly write a short statement giving the reasons for your response. Additional spaces have been provided for any other concepts to which you may wish to respond. All answers are strictly confidential, and we want to encourage you to respond openly.

Effectiveness					Importance		
Very Effective	Effective	Little Effect	No Effect	Concept	Include	Optional	Exclude
				1. Philosophy of Open Education (slide show) Reason_____			
				2. Scheduling and Organizing Reason_____			
				3. Making Games Reason_____			
				4. Contracts Reason_____			

Effectiveness					Importance		
Very Effective	Effective	Little Effect	No Effect	Concept	Include	Optional	Exclude
				5. Team Teaching Reason_____			
				6. Packets Reason_____			
				7. Record Keeping Reason_____			
				8. Parent Involvement Reason_____			
				9. Learning Stations Reason_____			
				10. Math Organization Reason_____			

Effectiveness					Importance		
Very Effective	Effective	Little Effect	No Effect	Concept	Include	Optional	Exclude
				11. Social Studies Organization Reason_____ _____ _____ 12. Communication Skills Organization Reason_____ _____ _____ 13. Other (Please specify)_____ _____ _____ 14. Other (Please specify)_____ _____ _____ 15. Other (Please specify)_____ _____ _____			

Kindly write your response to the following four items.

16. What part of the program was the most valuable to you?

_____

_____

_____

17. What part of the program was of least value to you?

_____

_____

_____

18. What areas, topics or concepts would you like to have included in future programs?

_____

_____

_____

19. In the space below make any comments or suggestions you feel would aid us in planning future programs.

_____

_____

_____

APPENDIX B

SUMMER HAPPENING EVALUATION "REASON" RESPONSES

EVALUATION
SUMMER HAPPENING 1974

REASON RESPONSES
(Number Responding in Parentheses)

CONCEPTS	REASON
Philosophy	Slide show effective (17)
	Good introduction (9)
	Eye opening (8)
	Showed open education (8)
	Film on traditional class was exaggerated (6)
Scheduling & Organizing	Important how to implement (6)
	More depth needed (4)
	Too little time spent (4)
Making Games	New or good ideas (37)
	Practical (11)
	Children enjoy games (8)
	Good variety of learning games (4)
Contracts	Want separate presentation for Primary and intermediate levels (14)
	Examples good (11)
	Help to individualize (5)
	Good way to organize optional time (5)
	Teach child responsibility (4)
Team Teaching	Role playing valuable (9)
	Help in understanding (5)
	Vague (4)

CONCEPTS	REASON
Packets	Understanding Primary Packet needed (13)
	Good examples (11)
Parent Involvement	Very practical (10)
	Good ideas (4)
	Parents need education (3)
Learning Stations	Good examples (29)
	Need better explanation (4)
Math Organization	Good ideas (29)
	Good explanation (9)
	Showed games - important (5)
	Effective (4)
	Organized (3)
	Dynamic presentation (3)
Social Studies	Good ideas (9)
	Too vague (7)
Communication Skills	Good ideas (5)
Other	Future Shock (6)
	Media Usage (5)
	Library program for children (3)
	Media center good (3)

APPENDIX C

TEACHER ATTITUDE INVENTORY

TEACHER ATTITUDE INVENTORY

NAME_____SEX: Male____Female____

SCHOOL DISTRICT_____GRADE LEVEL TAUGHT_____

Teachers, we are interested in how you feel about certain things or ideas. At the top of the following pages you will find a concept such as "team teaching" and beneath it a list of word pairs of which the following is an example.

enjoyable _____:_____:_____:_____:_____: distasteful

If you feel team teaching is very enjoyable, place an X near enjoyable.

enjoyable __X__:_____:_____:_____:_____ distasteful

Or if you feel team teaching is very distasteful, place an X near distasteful.

enjoyable _____:_____:_____:_____:__X__: distasteful

If you don't feel team teaching is very enjoyable or very distasteful, place an X closer to the middle.

If you are neutral about the concept, team teaching, place your X in the middle space. If you feel the word pair is unrelated to the concept, place your X in the middle space.

IMPORTANT

1. Place your X in the middle of the spaces, not on the boundaries.

2. Be sure you make an X for every word pair.

3. Make only one X on a word pair.

Remember, we want your First feeling for each word pair and only your feeling.

Finish each page before you begin the next one.

TURN THE PAGE AND

BEGIN

TEAM TEACHING

enjoyable	_____:_____:_____:_____:_____:	distasteful
active	_____:_____:_____:_____:_____:	passive
heavy	_____:_____:_____:_____:_____:	light
relaxed	_____:_____:_____:_____:_____:	tense
strange	_____:_____:_____:_____:_____:	familiar
negative	_____:_____:_____:_____:_____:	positive
sharp	_____:_____:_____:_____:_____:	dull
worst	_____:_____:_____:_____:_____:	best
high	_____:_____:_____:_____:_____:	low
valuable	_____:_____:_____:_____:_____:	worthless
cruel	_____:_____:_____:_____:_____:	kind
easy	_____:_____:_____:_____:_____:	hard
good	_____:_____:_____:_____:_____:	bad
unusual	_____:_____:_____:_____:_____:	usual
unpleasant	_____:_____:_____:_____:_____:	pleasant
fast	_____:_____:_____:_____:_____:	slow
weak	_____:_____:_____:_____:_____:	strong
unfair	_____:_____:_____:_____:_____:	fair

NONGRADEDNESS

enjoyable	_____:_____:_____:_____:_____:	distasteful
active	_____:_____:_____:_____:_____:	passive
heavy	_____:_____:_____:_____:_____:	light
relaxed	_____:_____:_____:_____:_____:	tense
strange	_____:_____:_____:_____:_____:	familiar
negative	_____:_____:_____:_____:_____:	positive
sharp	_____:_____:_____:_____:_____:	dull
worst	_____:_____:_____:_____:_____:	best
high	_____:_____:_____:_____:_____:	low
valuable	_____:_____:_____:_____:_____:	worthless
cruel	_____:_____:_____:_____:_____:	kind
easy	_____:_____:_____:_____:_____:	hard
good	_____:_____:_____:_____:_____:	bad
unusual	_____:_____:_____:_____:_____:	usual
unpleasant	_____:_____:_____:_____:_____:	pleasant
fast	_____:_____:_____:_____:_____:	slow
weak	_____:_____:_____:_____:_____:	strong
unfair	_____:_____:_____:_____:_____:	fair

enjoyable	_____:_____:_____:_____:_____:	distasteful
active	_____:_____:_____:_____:_____:	passive
heavy	_____:_____:_____:_____:_____:	light
relaxed	_____:_____:_____:_____:_____:	tense
strange	_____:_____:_____:_____:_____:	familiar
negative	_____:_____:_____:_____:_____:	positive
sharp	_____:_____:_____:_____:_____:	dull
worst	_____:_____:_____:_____:_____:	best
high	_____:_____:_____:_____:_____:	low
valuable	_____:_____:_____:_____:_____:	worthless
cruel	_____:_____:_____:_____:_____:	kind
easy	_____:_____:_____:_____:_____:	hard
good	_____:_____:_____:_____:_____:	bad
unusual	_____:_____:_____:_____:_____:	usual
unpleasant	_____:_____:_____:_____:_____:	pleasant
fast	_____:_____:_____:_____:_____:	slow
weak	_____:_____:_____:_____:_____:	strong
unfair	_____:_____:_____:_____:_____:	fair

OPEN SPACE

enjoyable	_____:_____:_____:_____:_____:	distasteful
active	_____:_____:_____:_____:_____:	passive
heavy	_____:_____:_____:_____:_____:	light
relaxed	_____:_____:_____:_____:_____:	tense
strange	_____:_____:_____:_____:_____:	familiar
negative	_____:_____:_____:_____:_____:	positive
sharp	_____:_____:_____:_____:_____:	dull
worst	_____:_____:_____:_____:_____:	best
high	_____:_____:_____:_____:_____:	low
valuable	_____:_____:_____:_____:_____:	worthless
cruel	_____:_____:_____:_____:_____:	kind
easy	_____:_____:_____:_____:_____:	hard
good	_____:_____:_____:_____:_____:	bad
unusual	_____:_____:_____:_____:_____:	usual
unpleasant	_____:_____:_____:_____:_____:	pleasant
fast	_____:_____:_____:_____:_____:	slow
weak	_____:_____:_____:_____:_____:	strong
unfair	_____:_____:_____:_____:_____:	fair

EDUCATIONAL MEDIA (LIBRARY)

enjoyable	_____:_____:_____:_____:_____:	distasteful
active	_____:_____:_____:_____:_____:	passive
heavy	_____:_____:_____:_____:_____:	light
relaxed	_____:_____:_____:_____:_____:	tense
strange	_____:_____:_____:_____:_____:	familiar
negative	_____:_____:_____:_____:_____:	positive
sharp	_____:_____:_____:_____:_____:	dull
worst	_____:_____:_____:_____:_____:	best
high	_____:_____:_____:_____:_____:	low
valuable	_____:_____:_____:_____:_____:	worthless
cruel	_____:_____:_____:_____:_____:	kind
easy	_____:_____:_____:_____:_____:	hard
good	_____:_____:_____:_____:_____:	bad
unusual	_____:_____:_____:_____:_____:	usual
unpleasant	_____:_____:_____:_____:_____:	pleasant
fast	_____:_____:_____:_____:_____:	slow
weak	_____:_____:_____:_____:_____:	strong
unfair	_____:_____:_____:_____:_____:	fair

APPENDIX D

PARENT QUESTIONNAIRES

PARENT QUESTIONNAIRE

1. I enrolled my child in summer school because

   _____ a. I felt that he needed the additional work
   _____ b. his teacher recommended that I do so
   _____ c. it would occupy his time during the summer vacation
   _____ d. he wanted to attend

2. My child seemed to adjust to the summer program

   _____ a. immediately
   _____ b. after the first week
   _____ c. never

3. After the start of the program, did your child ever comment that he didn't want to attend?

   _____ a. Yes _____ b. No

4. Were you pleased with the summer program?

   _____ a. Yes _____ b. No

5. Did you feel that the program was realistic?

   _____ a. Yes _____ b. No

6. My child seemed to like summer school and enjoyed the program

   _____ a. as much as his regular school
   _____ b. better than his regular school
   _____ c. not as well as his regular school
   _____ d. he disliked it completely

7. Would you like to have some of the activities of the summer school incorporated in the regular school which your child attends?

   _____ a. Yes _____ b. No

8. Did your child have too much freedom in summer school

   _____ a. Yes _____ b. No

9. Was the summer school too structured?

   _____ a. Yes _____ b. No

10. Did the teachers in the summer program have your child's interest at heart?

    _____ a. Yes _____ b. No

Please use the reverse side of this sheet for further comments. (For example, what your child specifically liked or disliked about summer school and/or which summer school activities you would like to have included in your child's regular school program)

PARENT QUESTIONNAIRE

NAME_____ DATE_____

Now that the school year is drawing to a close, we wonder if we might assess your reactions to the program. On the following page are some questions about the school, and we want you to respond by circling either "yes," "no," or "undecided" to each question. Please feel free to express your true opinion, as all statements are strictly confidential and your questionnaire will self-destruct after the tabulation of the data.

Thank you for your cooperation. Please turn the page and begin.

PARENT QUESTIONNAIRE

1. Do you feel you have a good understanding of your child's overall progress at _____? Yes No Undecided

2. Do you feel that your child has benefited from the non-graded program? Yes No Undecided

3. Do you feel that your child has been placed in the proper level in

   a. arithmetic Yes No Undecided
   b. reading Yes No Undecided
   c. science Yes No Undecided
   d. social studies Yes No Undecided

4. Do you feel your child would have made better progress in a graded school? Yes No Undecided

5. Do you feel your child is getting individual help in his school work? Yes No Undecided

6. Do you feel your child has a positive attitude toward school? Yes No Undecided

7. Do you feel your child's attitude toward school has improved by being at _____? Yes No Undecided

8. If you could vote on making all schools like _____, how would you vote? Yes No Undecided

9. In the space below, make any comments you want about the program at _____.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX E

TEACHER OBSERVATION INSTRUMENTS

RATING SCALE AND QUESTIONNAIRE

The Observation Rating Scale (Evans, 1971) is a survey instrument designed to measure the degree to which a classroom is open. Along with a parallel Teacher Questionnaire, valuable baseline data can be gathered, which can help a school system chart its progress as it moves toward open education.

Although the Rating Scale is designed to be filled out by a trained observer, a school system could use its own administrative personnel to fill it out. The Teacher Questionnaire could be completed by the teachers themselves as a type of self-evaluation instrument. However, if only the Teacher Questionnaire is completed, an objective evaluation is impossible. Ideally, the Rating Scale should be used in conjunction with the Teacher Questionnaire. In this way, valuable feedback about discrepancies between how a teacher views the classroom and how an observer views the classroom is gathered.

An observer can fill out the Rating Scale after several visits to a classroom. A short interview with the classroom teacher might be necessary in completing several of the items (e.g., Item #26). The Scale can be simply scored by using the scoring key.

ID_____
1._____
2._____
3._____

School_____
Classroom_____
Teacher_____
Observer_____

OBSERVATION RATING SCALE

	no evidence	weak infrequent	moderate occasional	strong frequent evidence
1. Texts and materials are supplied in class sets so that all children may have their own.	1	2	3	4
2. Each child has a space for his personal storage and the major part of the classroom is organized for common use.	1	2	3	4
3. Materials are kept out of the way until they are distributed or used under the teacher's direction.	1	2	3	4
4. Many different activities go on simultaneously.	1	2	3	4
5. Children are expected to do their own work without getting help from other children.	1	2	3	4
6. Manipulative materials are supplied in great diversity and range, with little replication.	1	2	3	4
7. Day is divided into large blocks of time within which children, with the teacher's help, determine their own routine.	1	2	3	4
8. Children work individually and in small groups at various activities.	1	2	3	4
9. Books are supplied in diversity and profusion (including reference, children's literature).	1	2	3	4

	no evidence	weak infrequent	moderate occasional	strong frequent evidence
10. Children are not supposed to move about the room without asking permission.	1	2	3	4
11. Desks are arranged so that every child can see the blackboard from his desk.	1	2	3	4
12. The environment includes materials developed by the teacher.	1	2	3	4
13. Common environmental materials are provided.	1	2	3	4
14. Children may voluntarily make use of other areas of the building and school yard as part of their school time.	1	2	3	4
15. The program includes use of the neighborhood.	1	2	3	4
16. Children use "books" written by their classmates as part of their reading and reference materials.	1	2	3	4
17. Teacher prefers that children not talk when they are supposed to be working.	1	2	3	4
18. Children voluntarily group and regroup themselves.	1	2	3	4
19. The environment includes materials developed or supplied by the children.	1	2	3	4
20. Teacher plans and schedules the children's activities through the day.	1	2	3	4
21. Teacher makes sure children use materials only as instructed.	1	2	3	4
22. Teacher groups children for lessons directed at specific needs.	1	2	3	4
23. Children work directly with manipulative materials.	1	2	3	4
24. Materials are readily accessible to children.	1	2	3	4
25. Teacher promotes a purposeful atmosphere by expecting and enabling children to use time productively and to value their work and learning.	1	2	3	4

	no evidence	weak infrequent	moderate occasional	strong frequent evidence
26. Teacher uses test results to group children for reading and/or math.	1	2	3	4
27. Children expect the teacher to correct all their work.	1	2	3	4
28. Teacher bases her instruction on each individual child and his interaction with materials and equipment.	1	2	3	4
29. Teacher gives children tests to find out what they know.	1	2	3	4
30. The emotional climate is warm and accepting.	1	2	3	4
31. The work children do is divided into subject matter areas.	1	2	3	4
32. The teacher's lessons and assignments are give to the class as a whole.	1	2	3	4
33. To obtain diagnostic information, the teacher closely observes the specific work or concern of a child and asks immediate, experienced-based questions.	1	2	3	4
34. Teacher bases her instruction on curriculum guides or text books for the grade level she teaches.	1	2	3	4
35. Teacher keeps notes and writes individual histories of each child's intellectual, emotional, physical development.	1	2	3	4
36. Teacher has children for a period of just one year.	1	2	3	4
37. The class operates within clear guidelines made explicit.	1	2	3	4
38. Teacher takes care of dealing with conflicts and disruptive behavior without involving the group.	1	2	3	4
39. Children's activities, products, and ideas are reflected abundantly about the classroom.	1	2	3	4

	no evidence	weak infrequent	moderate occasional	strong frequent evidence
40. The teacher is in charge.	1	2	3	4
41. Before suggesting any extension or redirection of activity, teacher gives diagnostic attention to the particular child and his particular activity.	1	2	3	4
42. The children spontaneously look at and discuss each other's work.	1	2	3	4
43. Teacher uses tests to evaluate children and rate them in comparison to their peers.	1	2	3	4
44. Teacher uses the assistance of someone in a supportive, advisary capacity.	1	2	3	4
45. Teacher tries to keep all children within her sight so that she cna make sure they are doing what they are supposed to do.	1	2	3	4
46. Teacher has helpful colleagues with whom she discusses teaching.	1	2	3	4
47. Teacher keeps a collection of each child's work for use in evaluating his development.	1	2	3	4
48. Teacher views evaluation as information to guide her instruction and provisioning for the classroom.	1	2	3	4
49. Academic achievement is the teacher's top priority for the children.	1	2	3	4
50. Children are deeply involved in what they are doing.	1	2	3	4

ID_____
1._____
2._____
3._____
_____

School_____
Classroom_____
Teacher_____

TEACHER QUESTIONNAIRE

Instructions: For each of the following statements, circle the number which most closely expresses your estimate of the extent to which the statement is true of your own classroom. If the statement is absolutely not the case, circle "1"; if it is very minimally true, choose "2". If the statement generally describes your classroom, choose "3"; if it is absolutely true, choose "4".

	strongly disagree	disagree	agree	strongly agree
1. Texts and materials are supplied in class sets so that all children may have their own.	1	2	3	4
2. Each child has a space for his person storage and the major part of the classroom is organized for common use.	1	2	3	4
3. Materials are kept out of the way until they are distributed or used under my direction.	1	2	3	4
4. Many different activities go on simultaneously	1	2	3	4
5. Children are expected to do their own work without getting help from other children.	1	2	3	4
6. Manipulative materials are supplied in great diversity and range, with little replication.	1	2	3	4
7. The day is divided into large blocks of time within which children, with my help, determine their own routine.	1	2	3	4

	strongly disagree	disagree	agree	strongly agree
8. Children work individually and in small groups at various activities.	1	2	3	4
9. Books are supplied in diversity and profusion (including reference books, children's literature).	1	2	3	4
10. Children are not supposed to move about the room without asking permission.	1	2	3	4
11. Desks are arranged so that every child can see the blackboard or teacher from his desk.	1	2	3	4
12. The environment includes materials I have developed.	1	2	3	4
13. Common environment materials are provided.	1	2	3	4
14. Children may voluntarily use other areas of the building and schoolyard as part of their school time.	1	2	3	4
15. Our program includes use of the neighborhood.	1	2	3	4
16. Children use "books" written by their classmates as part of their reading and reference materials.	1	2	3	4
17. I prefer that children not talk when they are supposed to be working.	1	2	3	4
18. Children voluntarily group and regroup themselves.	1	2	3	4
19. The environment includes materials developed or supplied by the children.	1	2	3	4
20. I plan and schedule the children's activities through the day.	1	2	3	4
21. I make sure children use materials only as instructed.	1	2	3	4
22. I group children for lessons directed at specific needs.	1	2	3	4
23. Children work directly with manipulative materials.	1	2	3	4
24. Materials are readily accessible to children.	1	2	3	4

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	strongly disagree	disagree	agree	strongly agree
25. I promote a purposeful atmosphere by expecting and enabling children to use time productively and to value their work and learning.	1	2	3	4
26. I use test results to group children in reading and/or math.	1	2	3	4
27. Children expect me to correct all their work.	1	2	3	4
28. I base my instruction on each individual child and his interaction with materials and equipment.	1	2	3	4
29. I give children tests to find out what they know.	1	2	3	4
30. The emotional climate is warm and accepting.	1	2	3	4
31. The work children do is divided into subject matter areas.	1	2	3	4
32. My lessons and assignments are given to the class as a whole.	1	2	3	4
33. To obtain diagnostic information, I observe the specific work or concern of a child closely and ask immediate, experienced-based questions.	1	2	3	4
34. I base my instruction on curriculum guides or the text books for the grade level I teach.	1	2	3	4
35. I keep notes and write individual histories of each child's intellectual, emotional and physical development.	1	2	3	4
36. I have children for just one year.	1	2	3	4
37. The class operates within clear guidelines, made explicit.	1	2	3	4
38. I take care of dealing with conflicts and disruptive behavior without involving the group.	1	2	3	4
39. Children's activities, products and ideas are reflected abundantly about the classroom.	1	2	3	4
40. I am in charge.	1	2	3	4

	strongly disagree	disagree	agree	strongly agree
41. Before suggesting any extension or redirection of activity, I give diagnostic attention to the particular child and his particular acivity.	1	2	3	4
42. The children spontaneously look at and discuss each other's work.	1	2	3	4
43. I use tests to evaluate children and rate them in comparison to their peers.	1	2	3	4
44. I use the assistance of someone in a supportive advisory capacity.	1	2	3	4
45. I try to keep all children within my sight so that I can be sure they are doing what they are supposed to do.	1	2	3	4
46. I have helpful colleagues with whom I discuss teaching ideas.	1	2	3	4
47. I keep a collection of each child's work for use in evaluating his development.	1	2	3	4
48. Evaluation provides information to guide my instruction and provisioning for the classroom.	1	2	3	4
49. Academic achievement is my top priority for the children.	1	2	3	4
50. Children are deeply involved in what they are doing through the day.	1	2	3	4

SCORING KEY

WITH WEIGHTED ITEM SCORES

FOR CLASSROOM OBSERVATION RATING SCALE AND TEACHER QUESTIONNAIRE

ITEM	POSITION 1	2	3	4	ITEM	POSITION 1	2	3	4
	(weighted score)					(weighted score)			
1	4	3	2	1	26	4	3	2	1
2	1	2	3	4	27	4	3	2	1
3	4	3	2	1	28	1	2	3	4
4	1	2	3	4	29	4	3	2	1
5	4	3	2	1	30	1	2	3	4
6	1	2	3	4	31	4	3	2	1
7	1	2	3	4	32	4	3	2	1
8	1	2	3	4	33	1	2	3	4
9	1	2	3	4	34	4	3	2	1
10	4	3	2	1	35	1	2	3	4
11	4	3	2	1	36	1	2	3	4
12	1	2	3	4	37	1	2	3	4
13	1	2	3	4	38	4	3	2	1
14	1	2	3	4	39	1	2	3	4
15	1	2	3	4	40	1	2	3	4
16	1	2	3	4	41	1	2	3	4
17	4	3	2	1	42	1	2	3	4
18	1	2	3	4	43	4	3	2	1
19	1	2	3	4	44	1	2	3	4
20	4	3	2	1	45	4	3	2	1
21	4	3	2	1	46	1	2	3	4
22	1	2	3	4	47	1	2	3	4
23	1	2	3	4	48	1	2	3	4
24	1	2	3	4	49	4	3	2	1
25	1	2	3	4	50	1	2	3	4

Observer(s)_____ School:_____

Date:_____ Teacher:_____

Pupil Grade Level:_____

THE TEACHER PERFORMANCE RATING SCALES

Dr. Gil Mazer
Mr. Paul Mestancik

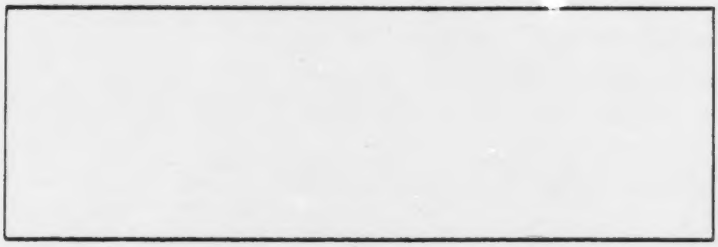
Introduction:

The Teacher Performance Rating Scales consist of subscales which are designed to systematically describe teacher and pupil performance on several dimensions which are considered significant to pupil learning and the establishment of a particular type of classroom climate. The scales should be useful both in providing feedback to teachers and for comparing classroom environments.

Directions:

The observer should wait for a full hour before filling out rating scales and use separate TPRS's for each hour of observations. The observer should also comment on his ratings to help provide an accurate "image" of the classroom environment. He should begin with a rough sketch of physical arrangements including usual placement of teacher and pupil desks, learning centers, etc.

Sketch Here



THE TEACHER PERFORMANCE RATING SCALES

Subscale 1

Average ratio of teacher-pupil talk

(Circle one number)

Mostly teacher talk						Mostly pupil talk
1	2	3	4	5	6	7

Comment:

Subscale 2

Average classroom noise levels (pupil noise)

(Circle one number)

Loud						Quiet
1	2	3	4	5	6	7

Comment:

Subscale 3

Flexibility of grouping arrangement:

(Circle one number)

Rigid grouping (little variety)						Flexible grouping (much variety)
1	2	3	4	5	6	7

Comment:

THE TEACHER PERFORMANCE RATING SCALES

Subscale 4

Extent of pupil movement within the classroom

(Circle one number)

Much pupil movement						Little pupil movement
1	2	3	4	5	6	7

Comment:

Subscale 5

Extent student may choose learning activity (pupil autonomy vs. teacher direction)

(Circle one number)

Much student selection						Little student selection
1	2	3	4	5	6	7

Comment:

Subscales 6 - 14

TEACHER STRATEGIES

Indicate Extent Teacher Uses the Following Behaviors:

A. VERBAL BEHAVIORS

6. Verbal Supportive--"That's a very good job." "You are such a lovely girl." "My, but your work is so neat."

(Circle one number)

Much						Little
1	2	3	4	5	6	7

Comment:

7. Verbal Neutral--"Laura and Tom, let's open our books to page 34." "May, your pencil is on the floor." "Hal, do you have milk money today?"

(Circle one number)

Much						Little
1	2	3	4	5	6	7

Comment:

8. Verbal Control--"Lou, sit on that chair and shut up!" "Curt, get up off that floor!" "Mary and Laura, quit your talking!"

(Circle one number)

Much						Little
1	2	3	4	5	6	7

Comment:

B. NON-VERBAL BEHAVIORS:

Non-Verbal Supportive--Teacher nods her head at Rose. Teacher smiles at Liza. Teacher claps when Laura completes her problem at board.

(Circle one number

Much						Little
1	2	3	4	5	6	7

Comment:

10. Non-Verbal Neutral--Teacher indicates with her arms that she wants Lilly and Shirley to move farther apart in the circle. Teacher motions to Joe and Tom that they should try to snap their fingers to stay in beat with the music.

(Circle one number)

Much Little

1 2 3 4 5 6 7

Comment:

11. Non-Verbal Control--Teacher frowns at Lena. Teacher shakes finger at Amy to quit tapping her pencil. Teacher motions with hand for Rose not to come to her desk.

(Circle one number)

Much Little

1 2 3 4 5 6 7

Comment:

C. PHYSICAL CONTACT BEHAVIORS

12. Physical Contact Supportive--Teacher hugs Laura. Teacher places her arm around Mary as she talks to her. Teacher holds Trish's hand as she takes out a splinter.

(Circle one number)

Much Little

1 2 3 4 5 6 7

Comment:

13. Physical Contact Neutral--Teacher touches head of Nick as she walks past. Teacher leads Rema to new place on the circle.

(Circle one number)

Much						Little
1	2	3	4	5	6	7

Comment:

14. Physical Contact Control--Teacher strikes Lou with stick. Teacher pushes Curt down in his chair. Teacher pushes Hal and Doug to the floor.

(Circle one number)

Much						Little
1	2	3	4	5	6	7

Comment:

APPENDIX F

CHILDREN'S ATTITUDE TESTS

SEMANTIC DIFFERENTIAL TESTING PROJECT

Name _____

School _____

Grade _____ Age _____

Today I would like you to think about yourself and your schoolwork and how you feel about yourself and your schoolwork. The things you tell us will not be used in any way to give you a grade. Also, there are no right or wrong answers to the things we are going to ask you.

On the next six pages you will find a list of words which mean the opposite of each other. An example of these words is:

HAPPY **SAD**

At the top of each page will be some things about school like **Reading and Me.** If you feel that you are always happy with reading, place an X in box 1. If you feel you are not always happy with reading but are happy most of the time, place an X in box 2. If you feel you are sometimes happy and sometimes sad with reading, place an X in box 3. If you feel you are not always sad but sad most of the time with reading, place an X in box 4. If you feel you are always sad with reading, place an X in box 5. However, if you feel you cannot answer to the thing, place an X in box 3.

On each of the words on the next pages, try to think about how you really feel about the school thing at the top of the page and mark your answer so it is as close to how you feel. Mark only one answer for each pair of words. Make sure your answer is in the box, not outside the box.

Reading and Me

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HAPPY	ALWAYS HAPPY	MOST ALWAYS HAPPY	HAPPY SOMETIMES SAD	MOST ALWAYS SAD	ALWAYS SAD	SAD
QUIET	ALWAYS QUIET	MOST ALWAYS QUIET	QUIET SOMETIMES LOUD	MOST ALWAYS LOUD	ALWAYS LOUD	LOUD
BAD	ALWAYS BAD	MOST ALWAYS BAD	BAD SOMETIMES GOOD	MOST ALWAYS GOOD	ALWAYS GOOD	GOOD
SLOW	ALWAYS SLOW	MOST ALWAYS SLOW	SLOW SOMETIMES FAST	MOST ALWAYS FAST	ALWAYS FAST	FAST
NICE	ALWAYS NICE	MOST ALWAYS NICE	NICE SOMETIMES AWFUL	MOST ALWAYS AWFUL	ALWAYS AWFUL	AWFUL
BIG	ALWAYS BIG	MOST ALWAYS BIG	BIG SOMETIMES SMALL	MOST ALWAYS SMALL	ALWAYS SMALL	SMALL
CRUEL	ALWAYS CRUEL	MOST ALWAYS CRUEL	CRUEL SOMETIMES KIND	MOST ALWAYS KIND	ALWAYS KIND	KIND
WEAK	ALWAYS WEAK	MOST ALWAYS WEAK	WEAK SOMETIMES STRONG	MOST ALWAYS STRONG	ALWAYS STRONG	STRONG
FAIR	ALWAYS FAIR	MOST ALWAYS FAIR	FAIR SOMETIMES UNFAIR	MOST ALWAYS UNFAIR	ALWAYS UNFAIR	UNFAIR
HIGH	ALWAYS HIGH	MOST ALWAYS HIGH	HIGH SOMETIMES LOW	MOST ALWAYS LOW	ALWAYS LOW	LOW
DISLIKE	ALWAYS DISLIKE	MOST ALWAYS DISLIKE	DISLIKE SOMETIMES LIKE	MOST ALWAYS LIKE	ALWAYS LIKE	LIKE
HARD	ALWAYS HARD	MOST ALWAYS HARD	HARD SOMETIMES EASY	MOST ALWAYS EASY	ALWAYS EASY	EASY

BEST COPY AVAILABLE

School and Me

HAPPY	ALWAYS HAPPY	MOST ALWAYS HAPPY	HAPPY SOMETIMES SAD	MOST ALWAYS SAD	ALWAYS SAD	SAD
QUIET	ALWAYS QUIET	MOST ALWAYS QUIET	QUIET SOMETIMES LOUD	MOST ALWAYS LOUD	ALWAYS LOUD	LOUD
BAD	ALWAYS BAD	MOST ALWAYS BAD	BAD SOMETIMES GOOD	MOST ALWAYS GOOD	ALWAYS GOOD	GOOD
SLOW	ALWAYS SLOW	MOST ALWAYS SLOW	SLOW SOMETIMES FAST	MOST ALWAYS FAST	ALWAYS FAST	FAST
NICE	ALWAYS NICE	MOST ALWAYS NICE	NICE SOMETIMES AWFUL	MOST ALWAYS AWFUL	ALWAYS AWFUL	AWFUL
BIG	ALWAYS BIG	MOST ALWAYS BIG	BIG SOMETIMES SMALL	MOST ALWAYS SMALL	ALWAYS SMALL	SMALL
CRUEL	ALWAYS CRUEL	MOST ALWAYS CRUEL	CRUEL SOMETIMES KIND	MOST ALWAYS KIND	ALWAYS KIND	KIND
WEAK	ALWAYS WEAK	MOST ALWAYS WEAK	WEAK SOMETIMES STRONG	MOST ALWAYS STRONG	ALWAYS STRONG	STRONG
FAIR	ALWAYS FAIR	MOST ALWAYS FAIR	FAIR SOMETIMES UNFAIR	MOST ALWAYS UNFAIR	ALWAYS UNFAIR	UNFAIR
HIGH	ALWAYS HIGH	MOST ALWAYS HIGH	HIGH SOMETIMES LOW	MOST ALWAYS LOW	ALWAYS LOW	LOW
DISLIKE	ALWAYS DISLIKE	MOST ALWAYS DISLIKE	DISLIKE SOMETIMES LIKE	MOST ALWAYS LIKE	ALWAYS LIKE	LIKE
HARD	ALWAYS HARD	MOST ALWAYS HARD	HARD SOMETIMES EASY	MOST ALWAYS EASY	ALWAYS EASY	EASY

BEST COPY AVAILABLE

Arithmetic and Me

HAPPY	ALWAYS HAPPY	MOST ALWAYS HAPPY	HAPPY SOMETIMES SAD	MOST ALWAYS SAD	ALWAYS SAD	SAD
QUIET	ALWAYS QUIET	MOST ALWAYS QUIET	QUIET SOMETIMES LOUD	MOST ALWAYS LOUD	ALWAYS LOUD	LOUD
BAD	ALWAYS BAD	MOST ALWAYS BAD	BAD SOMETIMES GOOD	MOST ALWAYS GOOD	ALWAYS GOOD	GOOD
SLOW	ALWAYS SLOW	MOST ALWAYS SLOW	SLOW SOMETIMES FAST	MOST ALWAYS FAST	ALWAYS FAST	FAST
NICE	ALWAYS NICE	MOST ALWAYS NICE	NICE SOMETIMES AWFUL	MOST ALWAYS AWFUL	ALWAYS AWFUL	AWFUL
BIG	ALWAYS BIG	MOST ALWAYS BIG	BIG SOMETIMES SMALL	MOST ALWAYS SMALL	ALWAYS SMALL	SMALL
CRUEL	ALWAYS CRUEL	MOST ALWAYS CRUEL	CRUEL SOMETIMES KIND	MOST ALWAYS KIND	ALWAYS KIND	KIND
WEAK	ALWAYS WEAK	MOST ALWAYS WEAK	WEAK SOMETIMES STRONG	MOST ALWAYS STRONG	ALWAYS STRONG	STRONG
FAIR	ALWAYS FAIR	MOST ALWAYS FAIR	FAIR SOMETIMES UNFAIR	MOST ALWAYS UNFAIR	ALWAYS UNFAIR	UNFAIR
HIGH	ALWAYS HIGH	MOST ALWAYS HIGH	HIGH SOMETIMES LOW	MOST ALWAYS LOW	ALWAYS LOW	LOW
DISLIKE	ALWAYS DISLIKE	MOST ALWAYS DISLIKE	DISLIKE SOMETIMES LIKE	MOST ALWAYS LIKE	ALWAYS LIKE	LIKE
HARD	ALWAYS HARD	MOST ALWAYS HARD	HARD SOMETIMES EASY	MOST ALWAYS EASY	ALWAYS EASY	EASY

BEST COPY AVAILABLE

Me

HAPPY	ALWAYS HAPPY	MOST ALWAYS HAPPY	HAPPY SOMETIMES SAD	MOST ALWAYS SAD	ALWAYS SAD	SAD
QUIET	ALWAYS QUIET	MOST ALWAYS QUIET	QUIET SOMETIMES LOUD	MOST ALWAYS LOUD	ALWAYS LOUD	LOUD
BAD	ALWAYS BAD	MOST ALWAYS BAD	BAD SOMETIMES GOOD	MOST ALWAYS GOOD	ALWAYS GOOD	GOOD
SLOW	ALWAYS SLOW	MOST ALWAYS SLOW	SLOW SOMETIMES FAST	MOST ALWAYS FAST	ALWAYS FAST	FAST
NICE	ALWAYS NICE	MOST ALWAYS NICE	NICE SOMETIMES AWFUL	MOST ALWAYS AWFUL	ALWAYS AWFUL	AWFUL
BIG	ALWAYS BIG	MOST ALWAYS BIG	BIG SOMETIMES SMALL	MOST ALWAYS SMALL	ALWAYS SMALL	SMALL
CRUEL	ALWAYS CRUEL	MOST ALWAYS CRUEL	CRUEL SOMETIMES KIND	MOST ALWAYS KIND	ALWAYS KIND	KIND
WEAK	ALWAYS WEAK	MOST ALWAYS WEAK	WEAK SOMETIMES STRONG	MOST ALWAYS STRONG	ALWAYS STRONG	STRONG
FAIR	ALWAYS FAIR	MOST ALWAYS FAIR	FAIR SOMETIMES UNFAIR	MOST ALWAYS UNFAIR	ALWAYS UNFAIR	UNFAIR
HIGH	ALWAYS HIGH	MOST ALWAYS HIGH	HIGH SOMETIMES LOW	MOST ALWAYS LOW	ALWAYS LOW	LOW
DISLIKE	ALWAYS DISLIKE	MOST ALWAYS DISLIKE	DISLIKE SOMETIMES LIKE	MOST ALWAYS LIKE	ALWAYS LIKE	LIKE
HARD	ALWAYS HARD	MOST ALWAYS HARD	HARD SOMETIMES EASY	MOST ALWAYS EASY	ALWAYS EASY	EASY

Social Studies and Me

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HAPPY	ALWAYS HAPPY	MOST ALWAYS HAPPY	HAPPY SOMETIMES SAD	MOST ALWAYS SAD	ALWAYS SAD	SAD
QUIET	ALWAYS QUIET	MOST ALWAYS QUIET	QUIET SOMETIMES LOUD	MOST ALWAYS LOUD	ALWAYS LOUD	LOUD
BAD	ALWAYS BAD	MOST ALWAYS BAD	BAD SOMETIMES GOOD	MOST ALWAYS GOOD	ALWAYS GOOD	GOOD
SLOW	ALWAYS SLOW	MOST ALWAYS SLOW	SLOW SOMETIMES FAST	MOST ALWAYS FAST	ALWAYS FAST	FAST
NICE	ALWAYS NICE	MOST ALWAYS NICE	NICE SOMETIMES AWFUL	MOST ALWAYS AWFUL	ALWAYS AWFUL	AWFUL
BIG	ALWAYS BIG	MOST ALWAYS BIG	BIG SOMETIMES SMALL	MOST ALWAYS SMALL	ALWAYS SMALL	SMALL
CRUEL	ALWAYS CRUEL	MOST ALWAYS CRUEL	CRUEL SOMETIMES KIND	MOST ALWAYS KIND	ALWAYS KIND	KIND
WEAK	ALWAYS WEAK	MOST ALWAYS WEAK	WEAK SOMETIMES STRONG	MOST ALWAYS STRONG	ALWAYS STRONG	STRONG
FAIR	ALWAYS FAIR	MOST ALWAYS FAIR	FAIR SOMETIMES UNFAIR	MOST ALWAYS UNFAIR	ALWAYS UNFAIR	UNFAIR
HIGH	ALWAYS HIGH	MOST ALWAYS HIGH	HIGH SOMETIMES LOW	MOST ALWAYS LOW	ALWAYS LOW	LOW
DISLIKE	ALWAYS DISLIKE	MOST ALWAYS DISLIKE	DISLIKE SOMETIMES LIKE	MOST ALWAYS LIKE	ALWAYS LIKE	LIKE
HARD	ALWAYS HARD	MOST ALWAYS HARD	HARD SOMETIMES EASY	MOST ALWAYS EASY	ALWAYS EASY	EASY

Science and Me

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HAPPY	ALWAYS HAPPY	MOST ALWAYS HAPPY	HAPPY SOMETIMES SAD	MOST ALWAYS SAD	ALWAYS SAD	SAD
QUIET	ALWAYS QUIET	MOST ALWAYS QUIET	QUIET SOMETIMES LOUD	MOST ALWAYS LOUD	ALWAYS LOUD	LOUD
BAD	ALWAYS BAD	MOST ALWAYS BAD	BAD SOMETIMES GOOD	MOST ALWAYS GOOD	ALWAYS GOOD	GOOD
SLOW	ALWAYS SLOW	MOST ALWAYS SLOW	SLOW SOMETIMES FAST	MOST ALWAYS FAST	ALWAYS FAST	FAST
NICE	ALWAYS NICE	MOST ALWAYS NICE	NICE SOMETIMES AWFUL	MOST ALWAYS AWFUL	ALWAYS AWFUL	AWFUL
BIG	ALWAYS BIG	MOST ALWAYS BIG	BIG SOMETIMES SMALL	MOST ALWAYS SMALL	ALWAYS SMALL	SMALL
CRUEL	ALWAYS CRUEL	MOST ALWAYS CRUEL	CRUEL SOMETIMES KIND	MOST ALWAYS KIND	ALWAYS KIND	KIND
WEAK	ALWAYS WEAK	MOST ALWAYS WEAK	WEAK SOMETIMES STRONG	MOST ALWAYS STRONG	ALWAYS STRONG	STRONG
FAIR	ALWAYS FAIR	MOST ALWAYS FAIR	FAIR SOMETIMES UNFAIR	MOST ALWAYS UNFAIR	ALWAYS UNFAIR	UNFAIR
HIGH	ALWAYS HIGH	MOST ALWAYS HIGH	HIGH SOMETIMES LOW	MOST ALWAYS LOW	ALWAYS LOW	LOW
DISLIKE	ALWAYS DISLIKE	MOST ALWAYS DISLIKE	DISLIKE SOMETIMES LIKE	MOST ALWAYS LIKE	ALWAYS LIKE	LIKE
HARD	ALWAYS HARD	MOST ALWAYS HARD	HARD SOMETIMES EASY	MOST ALWAYS EASY	ALWAYS EASY	EASY

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FACES INVENTORY

Age _____ Name _____

Grade _____ School _____

Date _____

DIRECTIONS: Boys and girls, we are interested in how you feel about school and some of the things you do in school. Read each sentence below and on the following pages. Put an "X" on the face that shows how you feel. Please check only one face for each sentence and make sure you answer each sentence.

EXAMPLE:

This is how I feel when I go to the doctor.

1. This is how I feel when I come to school.

2. I feel like this when the teacher tells me to do something all by myself without any help.

3. This is how I would feel if I could go to school for the rest of my life.

4. I feel like this when someone does not follow the rules.

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5. I feel like this when I work alone.

6. I feel like this when I have a lot of school work to do.

7. I feel like this about going to summer school.

8. I feel like this when I work on a project by myself.

9. This is how I feel about going back to school after a vacation.

10. This is how I feel when I talk to my teachers.

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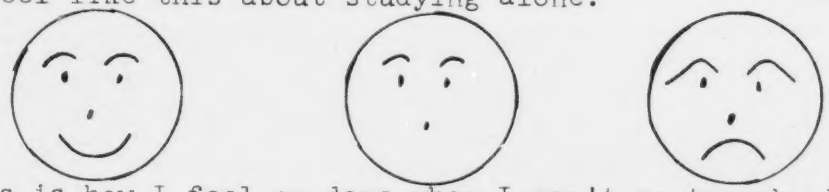
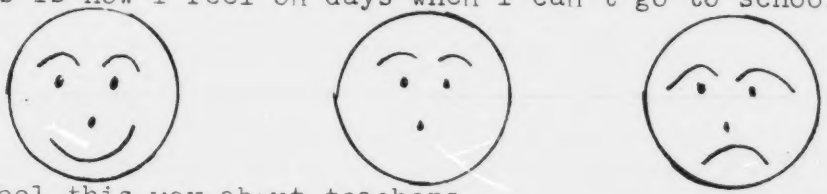
11. I feel like this about studying alone.

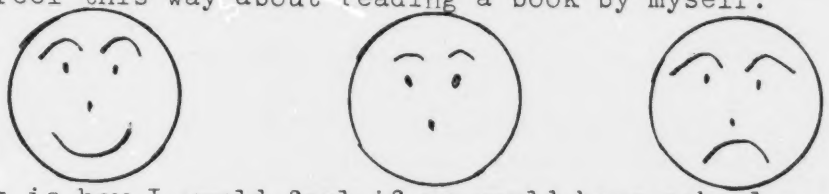


12. This is how I feel on days when I can't go to school.

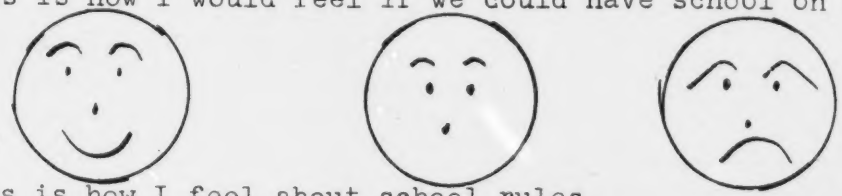


13. I feel this way about teachers.

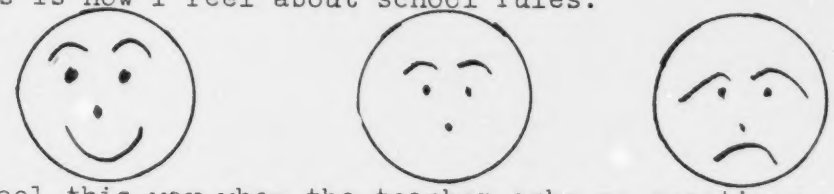
14. I feel this way about reading a book by myself.



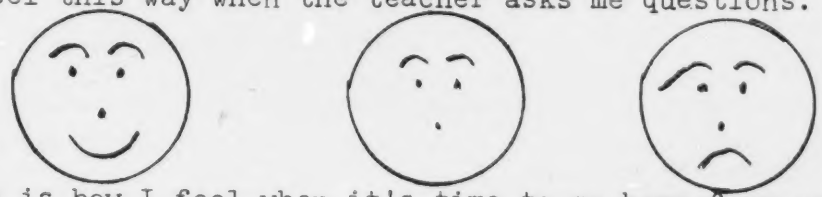
15. This is how I would feel if we could have school on Saturday, too.



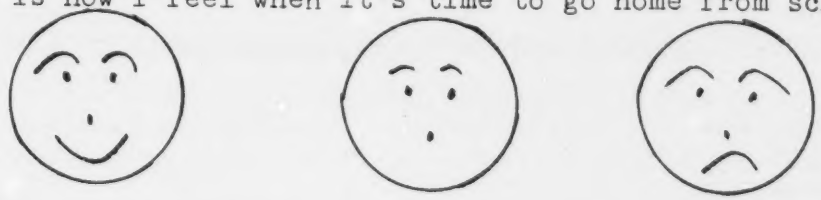
16. This is how I feel about school rules.



17. I feel this way when the teacher asks me questions.

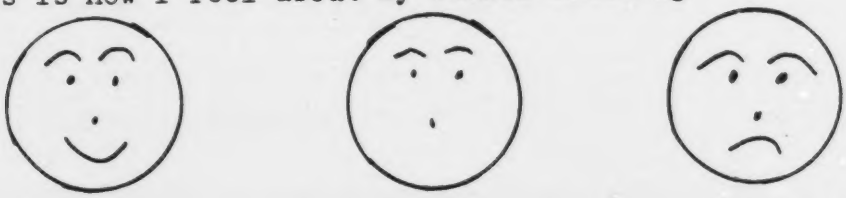


18. This is how I feel when it's time to go home from school.



19. I feel like this when I go to the media center (library).

20. This is how I feel about my school building.



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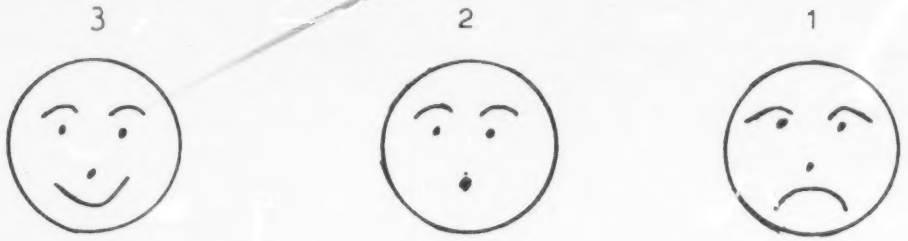
SCORING PROCEDURES
FOR

THE FACES TEST

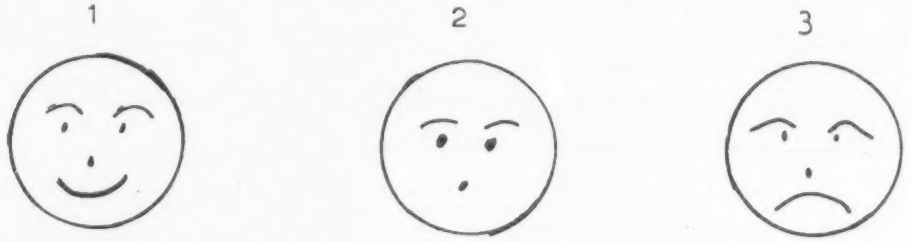
The 20 items of the Faces Test yield three scores on what can be called three factors. These three factors and the items that are part of these factors are given below.

	FACTOR	ITEMS
I.	Attitude toward school climate	1, 4, 7, 10, 13, 16, 19, 20
II.	Attitude toward independent study	2, 5, 8, 11, 14, 17
III.	Attitude toward school-work	3, 6, 9, 12, 15, 18

Each item is scored on a 3 point scale with a "positive" response getting a 3 and a "negative" response a 1. For example, for item 1, "This is how I feel when I come to school.", the weighting is



All other items, with the exception of 4, 12, and 18, are similarly weighted. For items numbers 4, 12, and 18, the three-point scale is reversed. For example, for item 4, "I feel like this when someone does not follow the rules.", the weighting is



In order to obtain a score on a factor, the weights for the items that are included in that factor are simply added. Thus, for factor I, the scores can range from 8 to 24, whereas for factors II and III, the scores can range from 6 to 18.

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